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ABSTRACT

The purpose of the Career and Educational Planning Program, a nine-week course at Pioneer Senior High School in San Jose, California, is to help students assess their personal characteristics, study career opportunities, and set tentative long range goals. It is a good example of federal funds having a long-lasting impact on a school. The program has developed from an experimental, research project to an independent program run by the local school. Two other features are unique to this program: (1) a student needs assessment was conducted as part of the first step in designing the program and its results influenced program development and (2) formative and summative evaluations of the program were conducted. Other documents in this series are CG 008 165 through CG 008 166 and CG 008 168 through CG 008 176. (Author)

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CASE STUDIES IN PRACTICAL CAREER GUIDANCE
NUMBER 3

Career and Educational Planning Program

Pioneer Senior High School

San Jose, California

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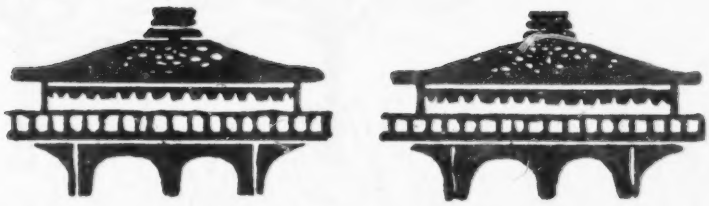

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NUMBER 3

Career and Educational Planning Program
Pioneer Senior High School
San Jose, California

Carol Ann Arutunian

American Institutes for Research
in the Behavioral Sciences
Palo Alto, California

June, 1973

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HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Planning, Budgeting, and Evaluation

This case study is one in a series of thirteen which was produced by the Youth Development Research Program of the American Institutes for Research under contract with the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education. The purpose of the contract was to examine the practical career guidance, counseling, and placement which is provided to noncollege-bound secondary level students. As part of the effort, programs which are making an illustrative attempt to deal with the needs of noncollege-bound youth were identified and described in case studies. Case studies have been written on the following programs:

1. Baltimore Placement and Follow-up Program
   Baltimore City Public Schools
   Baltimore, Maryland

2. Career Development Center
   Troy High School
   Fullerton, California

3. Career and Educational Planning Program
   Pioneer Senior High School
   San Jose, California

4. Career Guidance Program
   Hood River Valley High School
   Hood River, Oregon

5. Computerized Vocational Information System
   Willowbrook High School
   Villa Park, Illinois

6. Coordinated Vocational and Academic Education
   North Gwinnett High School
   Suwanee, Georgia

7. Developmental Career Guidance Project
   Detroit Public Schools
   Detroit, Michigan

8. Employability Development Team
   Cleveland Public Schools
   Cleveland, Ohio

9. Job Development Program
   Cleveland Public Schools
   Cleveland, Ohio

10. Kimberly Guidance Program
    Kimberly High School
    Kimberly, Idaho

11. Lenawee Vocational-Technical Center and Placement Program
    Adrian, Michigan

12. Occupational Learning Center
    Syracuse City School District
    Syracuse, New York

13. Youth Career Action Program
    San Jose Unified School District
    San Jose, California

Other products of this contract include Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, and the project's final report which is entitled Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. The final report outlines a planning-evaluation model which program personnel may use in developing local career guidance counseling and placement services.

CAREER AND EDUCATIONAL PLANNING
PIONEER HIGH SCHOOL
SAN JOSE, CALIFORNIA

Abstract

The purpose of the Career and Educational Planning Program, a nine-week course at Pioneer Senior High School in San Jose, California, is to help students assess their personal characteristics, study career opportunities, and set tentative long range goals. It is a good example of federal funds having a long-lasting impact on a school. The program has developed from an experimental, research project to an independent program run by the local school. Two other features are unique to this program: (1) a student needs assessment was conducted as part of the first step in designing the program and its results influenced program development and (2) formative and summative evaluations of the program were conducted.

CAREER AND EDUCATIONAL PLANNING PROGRAM

The program helps students understand what's going on in the jobs they want to do. It helps you understand yourself and the goals you could possibly reach. In the program we read our workbooks, do our worksheets. Some days films or slides are shown. They show job statistics. The teacher may write the job groups on the board and discuss them.

--Chuck

Introduction

Chuck was talking about the Career and Educational Planning Program (CEP) at Pioneer Senior High School in San Jose, California. The purpose of the Career and Educational Planning Program is to help tenth-grade students assess their personal characteristics, study career opportunities, and set tentative long range goals related to these.

The CEP program is a nine-week, one quarter course required for all tenth-grade students at Pioneer. The class meets five days a week. The course materials consist mainly of eight self-directed learning units. Students work individually, in small groups, or in large groups, depending on what activity they are doing. Each unit contains: (1) a student guide giving the general purpose of the unit, specific student outcomes, a sample item from a test the student takes at the end of each unit to demonstrate whether he has achieved the outcomes, and a checklist delineating the activities suggested to help students achieve their outcomes; (2) reusable student instructional booklets containing all or part of the text students are assigned to read in the student guide; (3) unit tests that are objectively scorable and reusable; and (4) answer sheets for each unit test. Some of the activities in the units require a student conference with a teacher or counselor at the end of a unit because the outcomes of the unit cannot be tested objectively. When this is the case, teacher/student conference sheets are included in the unit package instead of unit tests and answer sheets.

The Project Director of the Career and Educational Planning course is the instructor of the course. He is assisted by one other teacher in instructing the program. Five counselors participate indirectly in the program.

Students are directed through course activities to see their counselors at least once during the nine-week quarter.

The program has been in operation since September 1971. Demonstrated results for the first year are available in the form of a formative and summative evaluation, which is included in a later section of this report.

Origins of the Project

The CEP program at Pioneer High School resulted from research and development efforts of the American Institutes for Research working with staff members at Pioneer. The existing program is a modification and expansion of career development units that were developed as part of a Comprehensive Career Guidance System (CCGS). The system is based on a comprehensive planning model, and these units were initially field tested at Pioneer. The original funding for development of the CCGS and the course units came from a U.S. Office of Education grant. However, current project operations are totally financed by the local district budget.

A student needs assessment was conducted at John Muir Junior High School, a feeder school for Pioneer High School. It was conducted with ninth-grade students at John Muir who would be entering Pioneer the following year and would be enrolling in the Career and Educational Planning course. The primary purpose of this needs assessment was to provide an empirical base for deciding which guidance objectives to emphasize at Pioneer. The target population at John Muir was randomly sampled. A list of possible needs statements was developed on the basis of data obtained from what the adult population (teachers, counselors, parents, and administrators) estimated students needed most in the area of comprehensive career planning. Each needs statement was written on a separate card and described a level of personal functioning for which a youth might feel a need to strive, e.g.: "I need to know how to perform well on job applications and job interviews." The card format allowed students to rank and make decisions about individual statements. Blank cards were also included on which students could write additional needs if one of their high ranking needs was not included in the other cards. Many conferences were held throughout the year preceding the initiating of CEP by two teachers, a counselor, and the principal from Pioneer. The purpose of these conferences was to assess the needs of students further

and to make plans for the course. These procedures grew out of and supplemented a subjective feeling on the part of the counselors that students needed better and fuller career counseling.

The results of the Muir needs assessment and Pioneer conferences were used in developing CEP. During the summer of 1971, staff members at Pioneer High School spent a month in this final planning and development of the program.

During the first year of operation, an extensive evaluation was conducted on the program. One class of students was randomly assigned to CEP and an alternative quarter-long driver's education course. Survey tests geared to the program's objectives were administered on a pretest and posttest basis to both experimental and control groups. The data were analyzed and the results are included later in this report.

Project Development

Major management and organizational responsibility for the program lies with the Project Director who is a full-time teacher of the Career and Educational Planning course. He teaches five classes of CEP each day. He is assisted by one teacher who assists by teaching one CEP class each day. Although the two teachers work closely with one another and follow the same course plan, there is only one teacher for each class period. The Project Director informs the Vice Principal of the high school about the nature and effectiveness of the course. The Vice Principal has responsibility for curriculum planning and development; he was previously a counselor who participated in the initial stages of course development. He has no direct contact with the course other than to provide administrative support and offer suggestions.

The course has changed from an externally funded government research effort to a locally supported and maintained program. It is a good example of federal funds having a long-lasting impact on a local school and of moving from a pilot project to a full-fledged independent program run through the local school. The major structure of the course has changed little from that developed under federal funds. The variations initiated by the local

school have related primarily to changes in student activities to supplement those outlined in the instructional units and in some cases to modification of the procedures and order in which activities are conducted.

Current Status of the Project

Target Population and Setting

Pioneer Senior High School includes the tenth, eleventh, and twelfth grades. It is located in San Jose, California, a city with a population of approximately 500,000. The area immediately surrounding Pioneer is primarily suburban, but includes smaller urban centers. The economic conditions of this area are a little below the middle income level with a projected downward trend. Principal businesses and industries are service oriented. The racial and ethnic makeup of the school is 85% white, 9% Spanish surname, and 6% other ethnic groups, primarily Asians and Blacks. Students at Pioneer High School participate in the program for one quarter during their sophomore year.

The posthigh school goals for the student population are as follows: 10% will attend a four-year college or university; 30% will attend two-year colleges or technical vocational programs; 30% plan to take jobs after graduating from high school; 15% have indefinite future goals but plan to complete high school; and the remaining 15% will enter the Armed Forces, marry, or travel.

Goals and Objectives

The major components of the CEP program are eight self-directed learning units. The titles and goal statements for these units are listed below.

1. Orientation

   Goal Statement: Students will be able to understand that this individualized Vocational Guidance Program is designed to help them set up their own vocational and school goals as well as plans for achieving them, and to know the major goals of this program.

2. Planning--Choice, Not Chance

   Goal Statement: Students will be able to identify important decisions and the points in time when it is probably best to make them; and to recognize that if the decisions are made then, they will probably open a maximum number of opportunities for them.

3. Trends

Goal Statement: Students will be able to understand some ways in which the availability and/or desirability of vocational opportunities are being influenced by trends resulting from social, economic, and technological factors.

4. Overview of Vocational Long Range Goals

Goal Statement: Students will be able to recognize the importance of grouping occupations according to things they have in common, and understand the Long Range Goals (LRG) system of grouping occupations.

5. Things Change

Goal Statement: Students will be able to understand that information about their personal characteristics can help them set their vocational goals, and that over time their personal characteristics may change, making it important to consider these changes in their planning.

6. Who Am I?

Goal Statement: Students will be able to collect and organize information about their abilities, interests, values, physical traits, and personal and social behavior which can affect their choices of school and vocational goals.

7. In-Depth Study of Vocational Long-Range Goals

Goal Statement: Students will be able to explore three LRG's in depth and to consider them as their own possible long-range vocational goals based on the result of their personal assessment.

Exploration Units:

a. Engineering & Architectural Occupations
b. Mathematical and Physical Sciences
c. Health Services
d. Biological Sciences
e. Business Administration
f. Teaching
g. Social Services
h. Law, Humanities and the Social Sciences
i. Performing Arts
j. Technical Occupations
k. Business Sales Occupations
l. Mechanic and Repairman Occupations
m. Industrial Trades
n. Building Trades
o. Business Clerical Occupations
p. Public and Commercial Services

8. Reflections

Goal Statement: Students will be able to pick their first and second choice tentative long-range vocational goals, and plan a high school program to help them reach these goals.

A unit has been developed around each goal statement. Each of these units has behavioral outcomes called performance objectives. For example, the specific behavioral outcomes for unit 5 in the preceding list, "Things Change," are listed below:

1. Given a list of statements about another student, indicate, in each case, which type of personal characteristic is described: The student's:

   a. abilities--what the student can do.
   b. interests--what the student likes to do.
   c. values--what is important to the student.
   d. physical traits--the student's appearance and health.
   e. personal and social behavior--how the student acts when alone or with other people.

2. Explain how examples of each of these five types of personal characteristics might influence the selection of the student's vocational and skill goals.

3. Judge how difficult or easy it is to change specific characteristics.

4. Given a description of an individual including some changes that take place in this person, indicate what effect each change will probably have on the student's vocational and school goals.

Each exploration unit in unit 7, "In-Depth Study of Vocational Long-Range Goals," also has behavioral outcomes. For example, if a student selected the exploration unit on Public and Commercial Services, at the end of the unit, the student should be able to:

1. Describe the main work activities of a fireman.

2. Describe the main work activities of a policeman.

3. Describe the duties of these five major types of drivers: over-the-road; local truck drivers, routemen, bus drivers, and taxi drivers.

4. Describe the employment opportunities for general laborers.

Materials and Facilities

Commercially available materials are also incorporated into the units. Examples of these materials are books such as The Occupational Outlook Handbook and Occupations & Careers by Feingold and Swerdloff. Movies, filmstrips, and slides are also used in working through the units. Examples of these include a series of nine films on different vocational areas published by Doubleday & Company.

In addition to the books, films, and slides, articles from Time, Newsweek, and other news magazines are used to provide information on current job trends. Copies of articles from some of these publications are included as part of the student unit packages.

Assessment instruments used in the unit entitled "Who Am I?" include: the Kuder DD Occupational Interest Inventory and Developed Abilities Profile (DAP), which were both developed by the Westinghouse Learning Corporation in connection with AIR. The DAP measures abilities in the following areas:

1. Vocabulary--the ability to understand the meanings of written words.
2. Reading Comprehension--the ability to understand written ideas or passages.
3. Mechanical Reasoning--the ability to see what everyday physical forces do and to see how simple machines or basic mechanisms work.
4. Three Dimensional Objects--the ability to see what an object, pattern or shape will look like if it is seen from a different angle or seen in a different position.
5. Abstract Reasoning--the ability to see and pick out the objects that go together. This is a basic reasoning ability.
6. Arithmetic Reasoning--the ability to do the kind of thinking required to solve arithmetic problems. This is the ability to see how to solve a problem.

The Career and Educational Planning Program at Pioneer is held in its own classroom. The program has access to the school's audio-visual equipment, including slide and film projectors and slide viewers. All other materials needed for the course are located in the classroom.

Project Staff

The Project Director and one other teacher participate in CEP course instruction. The Director previously taught in the Social Science Department but now works on CEP full time. He participated in the initial planning and development stages of the program. The other course instructor teaches Driver Education and Driver Training except for one period a day of CEP. As a result of the program, both teachers in essence have become counseling personnel. The teachers spend a large amount of their time talking with students on an individual basis. During these student/teacher conferences, students are asked why they believe certain factors are most important in pursuing a career, why they selected a certain career, whether they talked to their parents about their career goal, and so on. One student described the way in which the teachers interact with students as follows:

> The teacher tries to talk to everyone. Sometimes he'll talk to someone a whole period, other times 15 minutes. He explains my test scores, which give me more information and then helps me decide what I should do.

The five fully credentialed Pioneer counselors are indirectly engaged in the program. They have received general counselor training and on the average have taken one course related to vocational guidance. (The state of California requires one course in vocations.) All counselors have voluntarily attended workshops related to career guidance. The counselors receive in-service training related to the CEP program in the form of instruction presented by the Project Director. This is designed to explain the procedures of the course and the experiences that students will have and generally occurs before students are directed to see their counselor for a conference. Counselors spend approximately 15 minutes with each student during his quarter-long involvement in the program. This time is spent on a one-to-one basis, talking with students about their future plans and discussing any course-related problems or questions.

Needs Assessment

The needs assessment at Pioneer High School did not have direct student participation as did the one at the feeder junior high school. However, the results of the needs assessment at John Muir Junior High were instrumental

in developing the program at Pioneer. These results were combined with information obtained during a conference of selected Pioneer teachers, counselors, and administrators. On the basis of their experience at the school, these individuals made "educated guesses" about the needs of their tenth-grade students. An example of one of the first lists of general student needs generated at the conference and used in the program design at Pioneer follows:

1. Students need to know a problem-solving technique and how to apply it.
2. Students need the opportunity to explore possible alternatives for their decisions.
3. Students need to know more about vocations.
4. Students need to know how to obtain vocational information.
5. Students need a personal set of values.
6. Students need to understand their responsibilities.
7. Students need to understand other people's viewpoints.
8. Students need to handle anger and other uncomfortable emotions constructively.

Attempts are made to identify each individual student's career planning and development status when he enters CEP. Informal questionnaires are used when students enter the program, or the Project Director may write on the blackboard a question similar to: "If at this time you had to pick a future life style or job what would it be? Explain why." The Project Director then reads what students have written to find out where they are and how much fantasy is included. Student aspiration and maturation, as determined by the Project Director (the teacher), determines what the teacher will emphasize with each student throughout the course.

Student Activities

The eight self-directed career development units described earlier are the source of the program's activities and resources. Students spend approximately 35% of their time doing independent work such as reading or writing; 20% of their time in small group discussions; 30% in large group presentations by staff; 10% in large group presentations

including use of audio-visual media; and 5% in conferences with counselors, parents, project staff, and specified peers.

The eight units are presented in a sequence whereby the student progresses from a general orientation to the program, to learning about the world of work, and then learning about his own personal characteristics. The student then engages in the process of matching his characteristics with long range goal areas in the employment world and proceeds to study three of these areas in depth before selecting a tentative first and second choice long range goal.

Some students may spend only three days on a unit; other students may spend up to two weeks. After successfully completing the end-of-unit test or activity for each unit, students proceed on to the next unit. If they are not successful, they start again with the relevant portion of the unit. An objective test is also given at the end of the course.

Special provisions are made for motivating some students. Students who are not self-starters or who particularly lack motivation may start with SRA Work Experience Kits or may begin with the unit on self-assessment. Both of these activities seem to captivate students. Tapes are used by the non-readers, and peer group modeling is frequently conducted by students who have just finished the course.

One of the best ways to develop a feel for the methodology and the impact of the program is from the reactions of students, counselors, and teachers when asked to comment on the program's effectiveness. One teacher recalled an incident in which a student gained a realistic appraisal of what he wanted to do. He did not want to go to college, he wanted to be a pilot. The exposure from CEP helped him consider other alternatives and job areas related to his interests and abilities. A counselor cited an incident in which a student realized he was not capable of going through the discipline of the medical profession. The student discovered through the course that he did not have the characteristics required for the medical profession. He consequently went through a period of self-assessment and decision-making. Student recollections of effective incidents were similar. One student felt the program helped him because it gave him information on what to go into and to avoid. On the basis of a test he took during CEP, he found out he was suited to become a machinist.

The teacher counsels the students by interpreting results of interest and ability tests they take and exposing them to long range goal possibilities. The Project Director recalled an incident related to the interpretation of one of the tests. "A student realized her hidden abilities when she received the results of her Developed Abilities Profile. The student was unsure of her abilities to be a nurse, but her test score supported her goal." The Project Director indicated that most students feel better about themselves after the class.

Broad Impact and Evaluation

CEP has had a significant impact on the Counseling Department. The counselors interviewed believe that there is now more opportunity for counselors to counsel students on a positive rather than remedial or disciplinary basis. There are now more materials on careers available for students, and noncollege-bound students are exposed to more options in the working world. One counselor indicated that CEP has made the Counseling Department in general more aware of career guidance. More students now see counselors and they ask the counselor more specific questions about what they have to do to meet their goals. Counselors now make more of an effort to keep up to date on the availability of jobs by acquiring a wide spectrum of information and materials.

A formative and summative evaluation conducted by AIR as part of its U.S. Office of Education contract to field test elements of its CCGS took place after the first year of CEP's implementation. After the first year, tenth-grade students who had experienced the program were more able than were control students in the same school and in a comparative school to:

1. Identify important school and vocational decisions and the points in time when it is probably best to make them.

2. Understand:

   a. How to obtain information on current job trends.

   b. The importance of a student understanding the availability of vocational opportunities when he is in the process of setting long range vocational goals and making plans to achieve them.

3. Recognize the factors by which occupations are sorted into a long range goal system of grouping occupations and understand the meaning of each factor.

4. Judge how difficult it is to change specific personal characteristics.

5. Show that they had collected and organized both measured and self-reported information about their abilities, interests, values, and physical traits that can affect their choice of school and vocational goals; describe these data; and confirm their information in a conference with at least one school staff member who knows them well.

6. Pick their first- and second-choice tentative long range vocational goals and plan a high school program to help them reach these goals.

Tenth-grade students who had experienced the program were not more able than were control students in the same school and in a comparable school to:

1. Recognize that if important decisions are made at the points in time when it is probably best to make them, they will probably open a maximum number of opportunities for them.

2. Understand some ways in which the availability or desirability of vocational opportunities are being influenced by trends resulting from social, economic, and technological factors.

3. Recognize the importance of grouping occupations according to things they have in common and to match occupational titles with their appropriate long range goal.

4. Understand that information about their personal characteristics can help them set their vocational goals and that probable changes in their characteristics over time are important factors to consider in their planning.

5. Show that they had collected and organized and described information (both self-reported and reported by significant others) about their personal and social behaviors that can affect their choices of school and vocational goals.

6. Confirm, in a conference with their parents, information they had collected and organized about their personal characteristics.

The results were determined on the basis of tests keyed to objectives of the program, which were administered on pretest and posttest basis to experimental and control group students.

In addition to the empirical evaluation of the course, subjective reactions of students play an important role in the evaluation of the CEP program. Each quarter the course instructor asks students to respond to the following questions:

1. If CEP helped, how did it help?
2. What did you learn about yourself specifically?
3. What is the purpose of the course?
4. List the major ideas covered in the course.
5. How has your view of the future changed (if it has)?
6. How would you change the course or improve it?
7. What are your other reactions?

The method used by the Project Director to determine the program's effectiveness takes the form of a quarter-to-quarter determination based on the students' reactions and such objective measures as the number of students who complete the course and how many units students were able to complete in one quarter. This ongoing comparison is necessary because of the ever-changing student body.

Administrators do not engage directly in the project evaluation. The administrator who participated in the planning phase of CEP however talks to the Project Director and counselors about the program and discusses with them their follow-up plans based on student and staff evaluations.

Future of the Project

The CEP program has changed as a result of the feedback from the first year formative and summative evaluations and the quarterly student reactions to the program. For example, students now spend less time working individually, and more in small groups and large group presentations such as films and slides. The sequence of the units has also changed, but the units themselves have remained unchanged.

No firm plans for major changes have been developed to date. However, many alternatives are being considered, some of which are discussed in the Conclusions section. Serious consideration is also being given to having counselors take responsibility for the course when students reach the personal assessment unit. The remainder of the course would then be held in small group sessions that would be led by counselors and teachers. Another change being considered is to have students start with the personal assessment unit, thereby subjectively involving them in the course from the onset.

Other future plans being considered include incorporating CEP into a Career Center with other related experiences, such as a work experience program. Another future possibility is that the program will be revised and expanded by its original developers.

Conclusions

The CEP program at Pioneer has been particularly effective in areas in which students learn about themselves (abilities, interests, and personal social behavior) and the relationship of this knowledge to job selection. Students believe that the program had been helpful in aiding them to make tentative job selections.

Counselors and teachers interviewed believe the program's objectives and activities are worthwhile. They indicated that the program has been effective in making information easily available to students.

The program's effectiveness has been hindered by several factors. Many students have taken almost exactly the same course as an elective in the ninth grade at the feeder junior high school. Two ineffective incidents recalled by counselors related to the fact that students did not want to take the course over again. In view of this fact, the Pioneer staff is currently considering offering the CEP course as an elective or offering a new but related course.

A second factor hindering the program is that the course is taught on a "back-to-back" basis with Driver's Education, another quarter-long course at the school. The Project Director and two students indicated that they would like the course to be one semester long. The Project Director, in discussing this problem, stated that it takes four weeks to establish a truly nonthreatening atmosphere and only then can the self-assessment process have significant effect.

One student reported a third factor that has resulted in less effectiveness for the program:

> Certain students have to be pushed to do the work. Because of the free nature of the course, the freedom of the atmosphere, they fall back and fail.

The Project Director concurred with this statement. He stated that in implementing the program, the concept of individualization (the self-directed learning units) is unrealistic for many students. Some students

will not invest an effort to get a reward and thus experience failure or low grades. This is especially true for students who do not read well, since so many of the activities require reading.

One other factor hindering the effectiveness of the program relates to evaluation instruments. The unit tests do not measure the effect of the program in the affective area--student's feelings and their relationship to the concepts and self-awareness that the course furthers. The most important evaluation instrument is the teacher/student conference. This type of evaluation, unfortunately, is limited because of class size and the length of the course.

Transportability

All students interviewed believed that the program would be helpful to students similar to them in their school. When asked to describe those students it would especially help, they described students who had no ideas about their future plans and the opportunities available to them.

The Project Director stated that most of the program (80%) is transportable. Student learning units can easily be used in settings similar to that at Pioneer High School. A manual entitled "Planning, Developing, and Field Testing Career Guidance Programs" outlines the CCGS on which the program at Pioneer is based. Although the materials are highly transportable, it is recommended that they be tailored to an individual site.

One challenge in replicating this program is in the area of counselor participation. More feedback between the Project Director and staff to counselors before student conferences would allow the counseling to be more sequential in development and increase counselor involvement in the program.

PROGRAM OUTLINE

Goal:	To help students assess their personal characteristics, study career opportunities, and select tentative long range goals.
Students Served:	All tenth-grade students at Pioneer High School in suburban San Jose, California (approximately 700 students a year).

Project Staff:	A Project Director, who teaches five classes of CEP per quarter; one other instructor who teaches one class per quarter. They occasionally confer with the five counselors in relation to program activities.
Funding Source:	Originally - 100% federal funds Currently - 100% local funds
Materials, Facilities, and Support	Major components of the program are the eight self-directed learning units on self-discovery and occupational exploration; various types of audio-visual materials and assessment instruments are also used.
Student Activities:	Students spend approximately five hours per week in the course. They work alone, in small group discussions, or in large group presentations. Their activities include reading, writing and teacher/student conferences.
Contact Person:	Cornelius Hospers, Director Career and Educational Planning Pioneer High School 1290 Blossom Hill Road San Jose, California 95118
References:	Planning, Developing, and Field Testing Career Guidance Systems; a Manual and Report, by G. Brian Jones, Jack A. Hamilton, Laurie H. Ganschow, Carolyn B. Helliwell and Jurgen M. Wolff. American Institutes for Research, June 1972. P.O. Box 1113, Palo Alto, California 94302.